Lesson by lesson breakdown.

**Autumn – Cycle A – KS1**

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| **Prior Learning:**   * Exploring picture maps. * Human features * Positional language e.g. forwards, backwards * Seasonal fieldwork exploring the environments of spring, summer, autumn and winter. * How school has changed over time. * Making sketch maps of real journeys. * Introduced to Google Earth * Comparing similarities and differences to two different places. |

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| **Project: Our Wonderful World – Discrete project** | Learning Objective | Skills | Knowledge |
| Engage: Lesson 1 | To explore the word Geography using ‘Here we are’ as a stimulus. What is geography?  **NC- Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather** | Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. | Physical features are naturally-created features of the Earth.  Physical features include a beach, cliff, coastline, forest, hill, mountain, sea, ocean, river, soil, valley and lake |
| Engage: Lesson 2 | To draw a simple map.  **NC- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.** | Draw or read a simple picture. | A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located. |
| Engage: Lesson 3 | To explore simple directional language.  **NC- Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.** | Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other. | Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn.  A location is a place or the position of something. |
| Engage: Lesson 4 | To give directions using geographical positional language.  **NC- Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.** | Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other. | Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn.  Direction is the way you travel to get somewhere. |
| Develop: Lesson 1 | To locate continents and oceans.  **NC- Name and locate the world’s seven continents and five oceans. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.** | Name and locate the world's seven continents and five oceans on a world map. | A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean. |
| Develop: Lesson 2 | To identify hot and cold places across the world.  **NC- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.**  **NC- Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles** | Identify the similarities and differences between two places. Locate hot and cold areas of the world in relation to the equator. | Places can be compared by size, amenities, transport, location, weather and climate.  Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. Continents have different climates depending on where they are in the world. The climate of a place can be identified by the types of weather, plants and animals found there. |
| Develop 2: Lesson 1 | To name and locate countries in the United Kingdom.  **NC- Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.**  **NC- Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.** | Name and locate the four countries of the UK and their capital cities on a map, atlas or globe | The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages. |
| Develop 2:  Lesson 2 | To explore what a settlement is.  **NC- Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop**. | Identify the characteristics of a settlement. | A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices. |
| Develop 2: Lesson 3 | To explore a range of aerial photographs.  **NC- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.** | Identify features and landmarks on an aerial photograph or plan perspective. | An aerial photograph or plan perspective shows an area of land from above.  Google Earth is a computer program that accesses aerial images of the world via satellites. |
| Develop 2: Lesson 4 | To be able to explain the importance of different habitats.  **NC- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.** | Describe ways to protect natural environments, such as woodlands, hedgerows and meadows. | Natural environments can be affected by the actions of humans, including cutting down trees or dropping litter. Humans can protect the environment by choosing to preserve woodlands and hedgerows, recycling where possible and disposing of waste carefully. |
| Innovate | To locate physical and human features within the local environment.  **NC- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.** | Collect simple data during fieldwork activities.  Carry out fieldwork tasks to identify characteristics of the school grounds or locality. | Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples.  Data is information that can be collected and used to answer a geographical question. |
| Express | To recall what had been learnt throughout this project. | N/A | N/A |
| **Links within other projects:** | **Science (Materials):**  Describe the simple physical properties of a variety of everyday materials.  **NC- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.** | Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | Physical features are naturally-created features of the Earth.  Physical features include a beach, cliff, coastline, forest, hill, mountain, sea, ocean, river, soil, valley and lake.  Human features are houses, roads and bridges are things that have been built by people. |
| **Links within other projects** | **History (Childhood):**  To compare images from 1950s to present day.  **NC- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time**. | Describe how a place or geographical feature has changed over time. | Geographical features can change over time. |

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| **Project: Bright Lights, Big City – Geography Driver** | Learning Objective – **Spring – Cycle A – KS1** | Skills | Knowledge |
| Lesson 1 – Introductory Knowledge (link to history\_ | To explore what a monarch is.  **.** | Describe the role of a monarch | A monarch is a king or queen who rules a country.  Queen Elizabeth II is the current monarch of the United Kingdom. |
| Lesson 2 – Memorable experience (Link to PHSE). | To experience what it is like to act as a monarch. | Listen to other people and play and work cooperatively. | It is important to get along with other people. Listening to other people's points of view and compromising are essential skills in working and playing cooperatively. |
| Lesson 1 - Engage | To locate countries within the UK.  **NC- Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.**  **NC- Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage** | Name and locate the four countries of the UK and their capital cities on a map, atlas or globe | The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages. |
| Lesson 2 – Engage | To describe physical features of the UK.  **NC- Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.** | Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. | Physical features are naturally-created features of the Earth.  Physical features of the UK include mountains, hills, lakes, forests, islands, coastlines and rivers. |
| Lesson 3 - Engage | To be able to understand what a city is.  **NC- Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.** | Identify the characteristics of a settlement. | A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices. |
| Lesson 4 – Engage | To observe and describe human features in the local environment.  **NC- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.** | Carry out fieldwork tasks to identify characteristics of the school grounds or locality. | Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples.  Human features are man-made and include buildings, roads and bridges. |
| Lesson 5 – Engage | To explore weather patterns in the UK.  **NC- Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.** | Identify patterns in daily and seasonal weather | There are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet. In the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer. Symbols are used to show different types of weather. |
| Lesson 1 – Develop | To identify significant features of London.  **NC- Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.** | Identify the characteristics of a settlement | A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices. |
| Lesson 2 - Develop | To identify human features and landmarks.  **NC- Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.** | Name and describe the purpose of human features and landmarks | Significant London landmarks include the Royal Albert Hall, Tower Bridge, Houses of Parliament, Westminster Abbey, Big Ben, Buckingham Palace and Monument to the Great Fire of London. |
| Lesson 3 – See Art and Design |  |  |  |
| Lesson 4 – See History |  |  |  |
| Lesson 5 – See Music |  |  |  |
| Lesson 6 – Develop | To use an aerial photograph to identify features.  **NC- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.** | Identify features and landmarks on an aerial photograph or plan perspective. | An aerial photograph or plan perspective shows an area of land from above. |
| Lesson 7 - Develop | To give clear and simple directions.  **NC- Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.** | Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other | Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn. |
| Lesson 8 – See computing |  |  |  |
| Lesson 9 - Develop | To compare two different settlements.  **NC- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.** | Identify the similarities and differences between two places. | Places can be compared by size, amenities, transport, location, weather and climate.  Kuala Lumpur is the capital city of Malaysia. |
| Step 1 – Innovate (Marley’s trip to London) | To decide what clothes Marley needs to take to London.  **NC- Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.** | Identify patterns in daily and seasonal weather. | There are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet. In the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer. Symbols are used to show different types of weather. |
| Step 2 – Innovate (Marley’s trip to London)) | To decide and draw which landmark Marley should visit.  **NC- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.** | Name important buildings and places and explain their importance. | A place can be important because of its location, buildings, landscape, community, culture and history. Important buildings can include schools, places of worship and buildings that provide a service to the community, such as shops and libraries. Some buildings are important because they tell us something about the past. |
| Step 3 – Innovate (Marley’s trip to London) | To explain why a landmark is important.  **NC- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.** | Name important buildings and places and explain their importance. View progression  Explain why your chosen landmark is important. | A place can be important because of its location, buildings, landscape, community, culture and history. Important buildings can include schools, places of worship and buildings that provide a service to the community, such as shops and libraries. Some buildings are important because they tell us something about the past. |
| Step 4 – Innovate (Marley’s trip to London) | To create map showing Marley’s route.  **NC- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.** | Draw or read a simple picture map. | A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located. |
| Step 5 – Innovate (Marley’s trip to London) | To write directions for Marley.  **NC- Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.** | Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other. View progression | Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn. |
| Step 6 – Innovate (Marley’s trip to London) | See Computing |  |  |
| Lesson 1 - Express | To recall facts about the UK and create a fact file. | Name and locate the four countries of the UK and their capital cities on a map, atlas or globe | The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages. |
| Lesson 2 – Express | See English and spoken language |  |  |
| Lesson 3 - Express | See Computing |  |  |
| **Links to other projects:** N/A |  |  |  |

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| Project: **School Days – History driver. See geography links below.** | **Learning Objective – Cycle A - Summer – KS1** | Skills | Knowledge |
| Lesson 2 in project (Engage) | To carry out fieldwork tasks in our local environment.  **NC- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.** | Carry out fieldwork tasks to identify characteristics of the school grounds or locality. | Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples.  Fieldwork tasks, including map work and observation, can help us gain a better understanding of the characteristics of our school, its grounds and the local environment. |
| Lesson 3 in project (Engage) | To plot my route to school.  **NC- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.** | Draw or read a simple picture map. | A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located. |
| Lesson 4 in project (Engage) | To explore how we can keep our school environment clean.  **NC- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.** | Describe how pollution and litter affect the local environment and school grounds. | Litter and pollution have a harmful effect on the areas where we live, work and play.  Litter in the school grounds can be a risk to the safety and wellbeing of children and wildlife. |
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| Lesson 7 Develop | To be able to compare maps from different periods.  **NC- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.** | Describe how a place or geographical feature has changed over time. | Geographical features can change over time. |

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| **Gaps:**   * Key locational knowledge finding countries (nearby or in the UK) on a map. * Using simple prepositions for key aspects of directional language to support with cardinal points. * Landmark language, such as: oceans, mountain and lakes. Immersing children with images and examples of these is key to understand the importance that these landmarks have on our world and environment for future learning. * Being explicit with the seasons of spring, summer, winter and autumn. For example: temperatures and identifying these in photographs. |

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| **Key vocabulary:**  Compare and contrast – different, same, compare  Human features and landmarks – Ferris wheel, castle, cathedral, church, concert hall, landmark, monument, palace and skyscraper.  Settlements and land use – car parks, factory, house, mosque, petrol stations, road, school, shop, station, supermarket, town, airport, art gallery, capital city, cinema, motorway, museum, park, restaurant, river, tourist, theatre, tower block, human physical, locality and statue.  Geographical resources – aerial photograph, bird’s eye view.  Data analysis – collect, data, information  Fieldwork – enquiry, fieldwork, human feature, local area, physical feature, record, observe, compare, label and sketch.  Physical Feature – beach, cliff, coastline, forest, geography, hill, lake, mountain, ocean, physical feature, river, sea, soil, valley, island, mudflat and cloud.  Climate and Weather – autumn, clod, fog, hail, ice, rain, season, snow, spring, storm, summer, sun, weather, wind and winter.  Significant places – landmark and monument.  Maps – ordnance survey map, atlas, digital map, globe, key, map, symbol, world map, grid map, picture map, label and route.  Position – backward, behind, beside, between, cardinal compass point, close, direction, east, far away, far from, forward, in front of, left, location, near to, next to north, opposite, position, right, south, straight ahead, turn and west.  UK – Atlantic Ocean, Belfast, Cardiff, Celtic Sea, Edinburgh, England, English Channel, Irish Sea, London, North Sea, Northern Island, Scotland, United Kingdom, Wales, capital city and country.  Geographical change – cause, effect, change, land use and locality.  Environment – improve, litter and pollution.  Location – North Pole, Northern Hemisphere, South Pole, Southern Hemisphere, cold place, continent, equator and hot place.  World – Africa, Antarctica, Arctic Ocean, Asia, Australia (Oceania), Earth, Europe, Indian Ocean, North America, Pacific Ocean, South America, continent, land, ocean, water and world.  Sustainability – animal, bird, countryside, damage, future, grass, hedgerow, human, insect, litter, meadow, plant, protect, shelter, shrub, tree, wildflower, wildlife and woodland. |

**Cycle B – KS1 Autumn**

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| **Project:** **Let’s explore the world – discrete project.** | Learning Objective: | Skills | Knowledge |
| Engage – Lesson 1 | To locate places on a map.  **NC- Name and locate the world’s seven continents and five oceans.**  **NC- Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.**  **NC- Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage** | Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or glob | An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.  An atlas is a book of maps and charts. |
| Engage - Lesson 2 | To use compass points to describe the location of features.  **NC- Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.** | Use simple compass directions to describe the location of features or a route on a map. | The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.  A compass is an instrument that is used for finding a direction. |
| Engage – Lesson 3 | To use a key on a map.  **NC- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.** | Draw or read a range of simple maps that use symbols and a key | A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.  Maps help people to plan a route from one place to another and to identify and locate physical and human features. |
| Engage – Lesson 4 | To collect data to draw conclusions.  **NC- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.** | Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. | Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording.  Data is a collection of facts, such as numbers, words, measurements, observations or descriptions. Studying data helps people to answer questions, draw conclusions, make decisions and take action. |
| Develop – Lesson 1 | To be able to locate North and South Poles.  **NC- Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.** | Locate the equator and the North and South Poles on a world map or globe. | The equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth. |
| Develop – Lesson 2 | To be able to sort hot and cold locations.  **NC- Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.** | Describe simple weather patterns of hot and cold places. | Hot places are close to the equator and cold places are far away from the equator. Temperate places are between the hot and cold places. South America, Africa and Asia are on the equator. These continents have a hot climate. The North and South Poles are far away from the equator. They have a cold climate. Europe is in between the equator and the poles. It has a temperate climate. |
| Develop – Lesson 3 | To explain how humans can help the environment.  **NC- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.** | Describe how human behaviour can be beneficial to local and global environments, now and in the longer term. | Conservation is the protection of living things and the environment from damage caused by human activity. Conservation activities include reducing, reusing and recycling, composting, saving water and saving energy. Conservation activities protect the environment for people in the  Sustainability means maintaining the Earth’s environment and its natural resources for future generations. |
| Develop – Lesson 4 | To organise simple data and locate major cities in the UK.  **NC- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.**  **NC- Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.**  **NC- Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.** | Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books). View progression  Identify characteristics of the four countries and major cities of the UK. | Data can be recorded in different ways, including tables, charts and pictograms.  The characteristics of countries include their size, landscape, capital city, language, currency and key landmarks. England is the biggest country in the United Kingdom.  The United Kingdom is split into four countries. England is the largest country. It has a population of 56 million people. It has flat and hilly areas, mountains and lakes. Northern Ireland is the smallest country. It has a population of two million people. There are mountains, rolling hills and the UK’s largest lake. Scotland is the second largest country. It has a population of five million people. It has mountains, forests and moorland. Wales is the third largest country. It has a population of three million people. It has mountains, valleys, forests and marshes. |
| Develop – Lesson 5 | To be able to compare human and physical features of two countries.  **NC- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.** | Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country. | A non-European country is a country outside the continent of Europe. For example, the USA, Australia, China and Egypt are non-European countries. European countries include the United Kingdom, Germany, France and Spain.  There are many similarities and differences between Somalia and England. Similarities include sharing a border with other countries, having four seasons and both having cities and villages. Difference include location, climate, types of seasons, landscape, lifestyle of people and the structure and size of the capital cities. |
| Innovate – Lesson 1 | To collect data and describe ways to improve the environment.  **NC- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.**  **NC- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.** | Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books). View progression   Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. View progression   Describe ways to improve the local environment. | Data can be recorded in different ways, including tables, charts and pictograms.  Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording.  The local environment can be improved by picking up litter, planting flowers and improving amenities. |
| Express – Lesson 1 | To be able to recall key knowledge from our project. | N/A | N/A |
| **Links with other projects: N/A** |  |  |  |

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| Projects: **Coastline** | Learning Objective - **(Cycle B – Spring KS1)** | Skills | Knowledge |
| Introductory Knowledge: Lesson 1 | To be able name and locate major seas and seven continents.  **NC- Name and locate the world’s seven continents and five oceans.**  **NC- Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.**  **NC- Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage** | Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe. | An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.  The United Kingdom is a group of islands with an expansive coastline. |
| Memorable experience | Visit to coastline or immersive coastline experience.  **NC- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.** | Study aerial photographs to describe the features and characteristics of an area of land. View progression   Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. | An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side).  Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording |
| Engage – Lesson 1 | To use compass points to describe where locations are.  **NC- Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.** | Use simple compass directions to describe the location of features or a route on a map. | The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another. |
| Engage – Lesson 2 | To read symbols on a map.  **NC- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.** | Draw or read a range of simple maps that use symbols and a key. | A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature. |
| Engage – Lesson 3 | To describe the effect of erosion.  **NC- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.** | Describe how an environment has or might change over time. View progression  Describe, in simple terms, the effects of erosion | Erosion is a physical process that involves the weathering and movement of natural materials, such as rock, sand and soil. Erosion is caused by wind and water, including waves, floods, rivers and rainfall. |
| Engage – Lesson 4 | To collect data from primary and secondary sources.  **NC- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.** | Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books). | Data can be recorded in different ways, including tables, charts and pictograms.  Human features of the coastline include hotels, castles, sea walls, lifeboat stations, harbours, piers, amusement arcades, lighthouses, shops and cafes. |
| Develop – Lesson 1 – See PHSE |  |  |  |
| Develop – Lesson 2 – See PHSE |  |  |  |
| Develop – Lesson 3 | To locate Coastguard station and explain why there are so many in the UK.  **NC- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.** | Draw or read a range of simple maps that use symbols and a key. | A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature. |
| Develop – Lesson 4 | **NC-** To describe a range of physical features on the coastline.  **Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.** | Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. | A physical feature is one that forms naturally, and can change over time due to weather and other forces.  Physical features of the coastline include headlands, caves, arches, stacks, bays, beaches, cliffs, sandbanks and sand dunes. |
| Develop – Lesson 5 – See Art & Design |  |  |  |
| Develop – Lesson 6 | To describe how the environment changes over time.  **NC- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.** | Describe how an environment has or might change over time. View progression  Describe the everyday lives of people in a period within or beyond living memory | An environment or place can change over time due to a geographical process, such as erosion, or human activity, such as housebuilding.  Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today. |
| Develop – Lesson 7 – See History |  |  |  |
| Develop – Lesson 8 – See History |  |  |  |
| Develop – Lesson 9 | To explain why Whitby is a good holiday destination.  **NC- Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.** | Describe the size, location and function of a local industry. | Industries are businesses that make things, sell things and help people live their everyday lives. Land can be used for recreational, transport, agricultural, residential and commercial purposes, or a mixture of these.  Tourism is an industry that provides services for visitors when they travel for pleasure or business. Tourist services include accommodation, catering and entertainment. |
| Develop – Lesson 10 – See Music |  |  |  |
| Innovate - **You are going to design a coastal town that tourists would want to visit. You will need to choose a location along the coastline of the United Kingdom to place your town and describe its physical and human features. You will also need to give visitors advice for ways to stay safe during their visit. Let’s get started!** | Step 1 – To use compass directions to find different locations.  Step 2 – To read a range of symbols on a map.  Step 3 – To explain why people use different human features.  Step 4 – To describe a physical feature nearby.  Step 5 - To explain why people use different human features.  Step 6 – See PHSE.   1. **Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.** 2. **Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.** 3. **Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.** 4. **Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.** 5. **Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.** | Use simple compass directions to describe the location of features or a route on a map.   Draw or read a range of simple maps that use symbols and a key.  Use geographical vocabulary to describe how and why people use a range of human features.   Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation | The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.  A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.  Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel.  A physical feature is one that forms naturally, and can change over time due to weather and other forces.  Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel. |
| Express | To recall key knowledge from the project. | N/A | N/A |
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| Project: Magnificent Monarchs (History driver). | Learning Objective – Cycle B – Summer – KS1 | Skills | Knowledge |
| Engage – Lesson 2 | To name and locate the royal residences.  **NC- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.** | Name, locate and explain the significance of a place. | A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef.  Different types of royal residency include castles, palaces and stately homes. |
| Innovate – Step 4 | To describe the location of a royal residence.  **NC- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.** | Name, locate and explain the significance of a place. | A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef. |
| **Link to other projects:** | N/A | N/A | N/A |

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| **Key vocabulary:**  Human features and landmarks – abbey, amusement arcade, bridge, café, harbour, hotel, landmark, lifeboat station, museum, park, shop, statue, street, town, youth hostel  Settlements and land use – facility, industry, tourism, and tourist.  Geographical Change – erosion, past and present.  Geographical resources – aerial photograph  Data analysis – compare, information, table, difference, explore and similarity  Fieldwork – conclusion, data, data collection enquiry, feature, fieldwork, geographical data, graph, human feature, improve, local area, locality, observation, population, record, table, tally, visitor, weather, collect, observe and record.  Physical Feature – arch, bay, beach, cave, cliff, head land, sand dune, sandbank and stack.  Physical processes – erode, erosion and material.  Significant places – landmark, monument, castle, palace, residence and stately home.  Maps – human feature key, locate, map, physical feature, symbol and compass.  Position – cardinal point compass, direction, east, north, south, west, travel and location  UK –.Atlantic Ocean, Celtic Sea, England, English Channel, Irish Sea, North Sea, Northern Island, Scotland, United Kingdom, Wales, characteristic, city, coast, country, forest, grassland, highland, hill, island, lake, landscape, lowland, marsh, moorland, mountain, population, river, size, temperate climate, town, valley and village.  Location – North Pole, South Pole, Northern hemisphere, southern hemisphere, country, equator, globe and world map  World – Africa, Antarctic, Asia, Atlantic Ocean, Oceania, Europe, Indian Ocean, North America, South America, Pacific Ocean, Southern Ocean, area, atlas, chart, country, lake mountain, Irish Sea and North Sea.  Sustainability – carbon dioxide, compost, conservation, damage, deforestation electricity, energy, environment, gas, landfill, litter, protect, recycle, reduce, reuse, vehicle and water.  Compare and Contrast – England, Somalia, characteristic, climate, compare, difference, landscape, lifestyle, location, population, season, similarity and size.  Climate and Weather – autumn, climate cloud, cold, dry season, hot, mild, rain, season, snow, spring, summer, sun temperate, temperature, weather, wet season, wind and winter. |